JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

Volume CXVIII | Boston, June 17, 1935 | Number 12

Democracy Can Bear Comparisons

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"It is the duty of the schools to present as much information as can be gained about democracy, socialism, communism and fascism."

1. Real Democracy Is Tolerant

THERE is an interesting but unauthenticated story which is told about one of our early New England town meetings. It is said that at this meeting there was much discussion regarding the development of a tolerant attitude toward others and their beliefs. Finally, someone moved that the people of the town should declare themselves as tolerant people and that this should be done by formal action. When the moderator put the question to vote, there were 259 votes for tolerance, but one opinionated citizen voted for intolerance. Immediately the 259 passed another motion expelling the one intolerant individual and his family from the town.

It is possible to point out many instances of equally blind intolerant action in our national history.

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The Puritans who came to America in order to escape the religious intolerance of England became just as intolerant as those from whom they wished to escape. They persecuted Quakers, banished Baptists, and would not allow Catholics to enter their settlements.

The great statesmen of Virginia who preached political equality for all men owned slaves and many of them considered themselves "aristocrats" somewhat removed from the common crowd.

The reconstruction period following our war between the states abounds in examples of blind intolerance which did not recognize itself as such. After having fought one of the most sanguinary wars in modern history in order to prove that a state could not secede from the union, the political leaders of the "Union" states legislated the southern states out of the union and refused to "re-admit" them or to recognize their duly-elected representatives until they submitted to "reconstruction."

Today certain organizations and certain individuals seem to be undertaking another campaign of blind intolerance in order to "preserve our American institutions." It is reported in the daily press that an organized attempt is being made to "pin labels" upon those college professors and teachers who are liberal and tolerant and who allow the presentation of diverse political opinions for consideration and study.

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Certain liberals believe that it is well and good for the pupils in our schools and colleges to understand our own American institutions thoroughly but that it is desirable also for them to know and to understand institutions which are foreign to us. There are many religions in the world today. There are many forms of government in the various countries. There are many different social, moral, and ethical codes used by different peoples. The liberals believe that Americans should understand these diverse points of view.

The present drive for unquestioning conformity and for intolerance based on ignorance seems to centre in the political field—seems to be directed particularly against a study of and understanding of socialism, syndicalism, and communism on the one hand and of totalitarianism and fascism on the other hand.

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2. Freedom To Present Facts.

The liberal point of view is that the details of these political systems and their effectiveness (or their lack of effectiveness) in Russia, Germany, and Italy should be presented to students in American schools where direct comparison can be made with the relative effectiveness of Democracy as a political system—in the United States, in England, and in other countries.

If Democracy is the best system, it should be able to hold its own when other systems are generally understood and when direct comparisons are made. If it cannot hold its present place of preferment with an enlightened electorate, perhaps it does

not deserve to be protected in the way in which some sections of the public press would appear to want Democracy protected today.

It is the opinion of the writer that popular Democracy is desirable in this country today but that real Democracy includes the right to know and to understand other systems; Democracy should gain rather than lose by using toleration toward other systems and it will rest upon a more secure base if the electorate is informed about rival systems, provided it is kept equally well informed regarding the benefits of American Democracy in its evolving state; and American Democracy must be recognized as evolving. It is not and never has been a static thing. Our National Government has changed tremendously since 1789.

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It is not the duty of the public schools of America to maintain the present political set-up of this country in a static form which cannot be criticized or changed. It is the duty of the schools to present as much information as can be gained about democracy, socialism, communism, and fascism. When reasonably well informed and when freed from the influences of propaganda, it is up to the electorate to decide what type of government shall be used here. If the people desire a change, either great or small, they can secure it legally at any time by amending our Federal Constitution. The United States Constitution provides a perfectly legal and orderly way to secure any type of change in the form of our government, when such a change is desired by a majority of our people.

If it had been forever the duty of the citizens to maintain the political status quo in our country, then these United States never would have become an independent nation — they still would be British colonies. The period from 1774 to 1789 saw one great change in our political life. Those who engineered that change have become our national heroes. They studied a new form of government and dared to adopt it. Has it become undesirable for their descendants to study new things? Has it become unpatriotic to propose new and far-reaching amendments to the Federal Constitution? The present legally constituted administration at Washington is proposing and effecting very great changes without the formality of Constitutional amendments as bases for them.

"It is not enough to advocate freedom of speech or so-called 'academic freedom' for teachers and pupils. It is not enough for teachers to be free to present, or to have pupils find, the facts about democracy, fascism, socialism, and communism. It is not enough for the new generation to be well informed and free to choose. The schools of America have a duty far beyond the presentation of facts. That duty is the building up of appreciations and ideals for judging the relative values of facts."

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3. Criteria For Judging Values

It is not enough to advocate freedom of speech or so-called "academic freedom" for teachers and pupils. It is not enough for teachers to be free to present, or to have pupils find, the facts about democracy, fascism, socialism, and communism. It is not enough for the new generation to be well informed and free to choose. The schools of America have a duty far beyond the presentation of facts. That duty is the building up of appreciations and ideals for judging the relative values of facts. That duty is the establishment of functioning criteria so that the new generation will be able to choose wisely the future course of this country. That duty is the development of controlled emotionalized attitudes which will continue to function satisfactorily in periods of stress as well as in periods of comparative calm.

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In America, we have had periods of war hysteria. We have gone through financial panics. We have seen wild and unguided shifts of vocational choice. All of them have led to undesirable extremes which have interrupted our natural national progress and have brought unfortunate reactions.

The present unfortunate political situations in certain European countries are extreme reactions from the pious hopes of idealists who did not understand the unreadiness of peasant peoples to accept Democracy when they had neither facts, ideals, nor satisfactory criteria for judging relative values in the political field.

It may be difficult for certain public schools in America to present accurate facts. It may be difficult for certain organized minorities to see the value of free speech. But it is even more difficult for most teachers to help their pupils to develop sound criteria for judging relative values and to develop worthy ideals as bases for action, the emotional aspects of which are adequately controlled. That these things are difficult is no reason for failing to attempt them.

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We as teachers have two great problems facing us in this field:—

1. We must be able to present all the facts on political questions, without fear of dismissal.
2. We must learn how to help pupils in developing satisfactory criteria for using the facts in order to reach desirable goals.

Africa Becomes Alive

By ALICE G. CONDON
Seymour, Connecticut

A seventh grade class in geography rediscovers the Dark Continent by following its animal trails.

A FEW months ago I awoke to the fact that educational methods were undergoing a change. Being interested in keeping up with modern trends, I decided to investigate. After doing some reading and visiting classes engaged in units of work which provided opportunities for pupils to plan and initiate, I realized that the surest way to appraise the new methods was to test them in my classroom.

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My seventh grade had been studying the British Isles, and were very much interested in the British people, although I suspect that the source of their interest was the then approaching royal wedding. I planned to take advantage of this ready-made interest and expand it into a unit on British Africa. The object of this unit was to show how British power had been increased through successful colonization.

For the next week my spare time was devoted to the preparation of a neat and logical plan for the forthcoming unit. In these pages of outline there was little provision for pupil participation. "Let that come later," I thought, "after this unit is well launched on its appointed course."

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Armed with my carefully prepared papers, I undertook the task of transferring the affections of the class from the British Isles to British Africa. The enthusiastic response was encouraging. Seven B took Africa to their hearts—not British Africa, but the entire continent! The days flew by, so happy were the children exploring this (to them) unknown land. The next morning a joyous class came to school clutching their favorite Tarzan books and Tarzan comic sheets. To them Tarzan and Africa were synonymous.

My treasured outline had taken no account of Tarzan, consequently he must go. Gently, but firmly, poor Tarzan was pushed aside, and all seemed well. But alas! Before the day was over I discovered my erring class delighting in the charms of the Belgian Congo. It took a herculean effort to lead them back to the Union of South Africa and properly British interests. A bored and listless group returned to their prescribed studies. Africa was not the grand adventure which it had first appeared to be.

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From that time a bewildered teacher prodded an indifferent class; an indifferent class under the teacher's direction, but one which, if left to its own devices, would galvanize into action. Reference books and encyclopedias came out and Seven B read voraciously, though never along the lines planned for them, as evidenced by the lagging recitations. I was ready to discard the unit and return to formal teaching when my slowest pupil provided the key to the situation.

John had never shown any interest in, nor aptitude for, his lessons. He lived for three-thirty and release from school! The night that he voluntarily remained after school I was amazed. He read contentedly for an entire hour. The following afternoon this performance was repeated. Upon inquiry I learned that Africa to him was full of the most fascinating animals. John had made a list of them, and was looking them up and reading about them. He had started a collection of pictures of rhinos, elephants and giraffes, and meant to write stories about them. The whole class was trying to learn about the animals, he informed me, but it was pretty hard as they had so little free time. John wondered if I couldn't leave them alone for a few days and give them a chance to find out about the animals. Even the most obtuse teacher could now see the writing on the wall. The "Unit on British Africa" was laid away in the desk drawer where it has remained.

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The next morning a pupil copied John's list of animals on the blackboard and from that moment I became a guide rather than a goader! African animals proved to be an all engrossing topic. Seven B followed the game trails all over the continent. A wiser teacher gave their enthusiasm free rein. They read, they wrote, they consulted and reported. Some even grew poetical in describing the habits and appearance of these marvelous beasts.

Although many of the children were impartial where the animals were concerned, others displayed a strong feeling of favoritism. One little girl clung to the ant bear, which she persisted in calling by the Dutch name of Aard Vark. Later, when we went to Peabody Museum I found her with her nose pressed against the glass case which enclosed her favorite. She assured me that she would have known him anywhere. He looked just as she knew he would. As for the boys who admired the gorilla, they pronounced their trip an out-

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October Thirty-One

By H. M. IVY

Meridian, Mississippi

Awarded Seventh Prize in the Journal of Education's Second Annual Short Story Contest

IT was Hallowe'en Night and the "goblins" were out early. The boys were roaming in small gangs seeking chairs, garbage cans, and other movable objects to aid the "spooks" in their legendary work. The girls, garbed as witches or ghosts, were visiting the homes of their friends. If their identity was guessed, they unmasked, stayed a few moments and passed on to the next home; if not guessed, they received forfeits of nuts, fruit or candy.

The school principal and his wife had received several of the wandering bands, guessing the identity of some but missing more, when one "ghost" whispered to the principal: "The boys are down at the school tearing everything up."

Slipping on a sweater, the principal neared the school building in time to hear voices at the rear door, saying: "Now remember, we are just going to stack the study hall and not do any damage. Good school citizens protect property." But whether the words were spoken in jest or in warning the principal did not know as they were a quotation from one of his own talks.

There was noise from the building for several minutes, and then the "gang" departed leaving several outer doors open. The principal entered to fasten the doors, thinking the fun was over for that night. He had hardly gotten inside the building before he heard another "gang" coming. As they entered through a window on the ground floor, he retreated upstairs into the study hall, where he was quickly followed by the boys all unconscious of his presence. After various suggestions as to pranks to be played, one boy said: "Oh, we've done enough tonight. Let's turn on the lights and dance a while! I'll play the piano. There's no danger of anyone hearing us." The proposal was accepted and they fumbled for the light switch. As the principal did not want the boys to think he had been spying on them, he switched on the lights and said: "Fine, boys, let's dance." But the "gang" immediately lost its interest, fearing dire punishment to come, and after a few chaffering remarks faded away one by one leaving the principal alone. He again closed the building and went home. There were no more visitors that night.

A check-up the next morning revealed that about ten dollars worth of damage had been done chiefly to the bindings of books mishandled. The principal called into his office four boys whom he considered the leaders of the two "gangs." "Louis, you and Tip were the leaders of the first lot who entered the building. Aubrey, you and Jimmie were the leaders of the second. Leadership has its responsibilities. Here is a property damage of ten dollars that others should not have to pay for. I do not know all of the boys who entered the building. You four boys do. I am going to expect you to collect from each boy who entered the building his part of the damage." After some discussion the boys accepted and set to work.

The next day, trailed by several other boys, Aubrey approached the principal on the grounds at recess, and queried: "Don't you think every one who was in the building the other night ought to pay his fair share of the damage?" He replied: "Why, sure, Aubrey, and I believe they will. Everyone of us in this school believes in playing fair." Then, with a twinkle in his eye, Aubrey said: "Well, you were in there, and the damage for each of us is just 35 cents."

And, as the group shouted with laughter, THE PRINCIPAL PAID OFF.

In America

By Lynn E. Castle

Riverside, Illinois

Tony lives on the lower side of town. His shirt is damp. He is a grower and seller of vegetables. But I work in spotless white and my hands are smooth, for I am a surgeon. My income is ten times Tony's.

Should you, therefore, nod and speak more respectfully to me than to Tony? Not at all. For Tony is a contributor to the public health, a savior of children's lives, even as I. The precious vitamines in his vegetables work wonders my knife cannot perform. Tony brings honest merchandise to your door at a fair price, just as I try to give you a skilled hand, accurate thinking, and honest counsel. Why should Tony or I lower our eyes before the gaze of any man?

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Mr. Bailey works at the bank. He is called the president. But I am a schoolboy.

I heard my father say that Mr. Bailey has protected many a widow's savings. He is trusted by the business men of our town.

Is Mr. Bailey, therefore, more important to the community than I? Are his notes and mortgages more vital than my history lesson or my basketball scores? Not at all. I am a part of our town's most precious product, man power, the reserve resource which gives the community life. The banker builds by giving honest counsel and arranging favorable circumstances. I build by diligent and joyous striving in the game and in the classroom. Who shall say that his life out-reaches mine? Both of us give our best as age and experience set the task. Shall either of us lower our glance from any man?

The Unreality of College Life

By V. H. CULP
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"The collegiate spheroid comes close to the earth twice during the year . . . during football season and at commencement."

RECENT studies tend to show that seniors in college know less about the world and the shifting actualities of life than they did when they started their careers of intellectual expansion. College life is in reality a planet that revolves around our mundane sphere without touching it. It is a kind of glamorous cloister that is more or less removed from the distressing and mysterious world which preaches one philosophy and practices another. That college life is at times interesting, enjoyable, and even stimulating cannot be denied. The strangest thing about college life is that it seeks to prepare youth for the complex activities of the present day without admitting that there is a present age.

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Too many courses are given with the erroneous idea that the students are preparing to emulate the Connecticut Yankee and live in a society that has long ago vanished into the pages of history. Background courses in our halls of learning are essential, but the background is necessary only that the forward going may be clarified and accelerated.

Too much time is spent on the horrible examples of the ancient past, and not enough time on the possibilities of the morrow. In place of becoming leaders in directing the world into paths of greater achievement, the colleges spend their time considering ethereal questions which cannot offend modern cannibalistic groups that are self-centred and opposed to the best interests of the nation. This condition is not an accident but rather is due to circumstances that defeat the purposes of higher education.

"College life should introduce the students to the world as it now is, and prepare the fledgling citizen of today for the flight of tomorrow."

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The collegiate spheroid comes close to the earth twice during the year. This occurs during the football season when the college activities are brought to a plane that can be appreciated by the populace. The football hero has in a way become an idol, because he functions outside of the world of books and theories. The second time in the school year that the college approaches Mother Earth is during the commencement season. Not that the scholarly addresses of the commencement speakers are masticated and digested, but because the citizens on the street enjoy the air of celebration and masquerade. Then, too, loving parents and friends are delighted with the be-ribboned diplomas.

Armed with their sheepskins the graduates go forth to conquer the larger planet. Where is the world which these young gladiators left four years ago? It has changed, progressed, and all but eliminated many fields of endeavor. This ambitious group of students has been exposed to the culture of civilized society and possibly finished advanced courses in foreign languages and mathematics. They now find that they are strangers in a strange land. Of course, they may have learned about Chaucer and Milton, but Milton himself was lost in "Paradise Lost," and Chaucer sheds little light upon the magazines of the day. Too much time is spent upon material that has long been relegated to the junk-heap.

A great many of the activities of the college classroom are irrelevant to the subject, and the drudgery in connection therewith is conducive only to deceit, cheating, and profanity. A little more pedagogy and knowledge of modern life would certainly give a much needed blood-transfusion to our colleges.

Many notebooks which cannot be honestly graded, outside readings which are irrelevant and uninteresting, nonsensical themes, special papers about things of which the student knows nothing and cares less, and valueless and misleading researches are examples of activities that are too often pure drudgery and take up time that could be spent more profitably.

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College life should introduce the students to the world as it now is, and prepare the fledgling citizen of today for the flight of tomorrow. The student should be in touch with the world in a most intimate way in a large number of required fields of study during his college days. Then, upon graduation, he would be really prepared to take his place in the world of affairs, instead of floundering about in a pathless wilderness. Under such conditions he would not be a stranger in a strange world.

Beauty in the Classroom

By CHARLES E. PACKARD
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Orono

"There are class halls in which one can find immediately clues to the happenings which go on there."

BEAUTY fell asleep in the classroom today. She was a pretty child, brown-eyed, pink-cheeked, with a nice smile. I gesticulated, asked questions, used my choicest, most picturesque expressions appropriate to a discussion of the latent period of muscular contraction. I even walked over and opened the window. But the eye sphincter muscles were working against me. Maybe they resented my discussion of their 21 per cent., or less, efficiency. Anyway they drew sleepy lids closer and closer together until finally a drugged and drowsy mind relaxed and beauty slept.

As I looked around that grimy-walled, hard-seated, bare and barren room I thought of the beauty that might have been there, but wasn't. It was not perfection in the human face that I was considering. Desirable as it may be to have youth attractive there is another beauty that is too often absent, has been allowed to slumber too long. I mean the loveliness of comfort, the inspiration of pictures, the gratification of color, the warmth of presences that breathe of other things, and lands and places.

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I have been in few really attractive surroundings for carrying on my work as a teacher. They have been rooms, that is practically all I can say for them. What do I remember about some of them? Indelibly imprinted on my mind are a few objects such as a chart of edible and poisonous mushrooms in colors; several wall cabinets in various places, containing here some compound microscopes, and there some preserved specimens: a model of the clam with the valve removed to show the internal anatomy. In several schools charts showing the optical principles and construction of the compound microscope have occupied a position of solemn and unchallenged prominence. Educational? Yes. But inspirational? That one Murrill's chart of the fungi offered a welcome but solitary splash of color.

This poverty in the beautiful has been so obvious as to be painful. Contrast with the usual setting a physiology laboratory and classroom into which I once drifted for course work. In fact the whole suite, library and halls and all, was vivid with paintings, inscriptions that shocked one out of his complacency or challenged the thinking, alive with rich adornments such as lovely specimens of pottery. I was amazed by the unusual spectacle, one I had never seen before in quite that splendor. To say I was delighted was putting it mildly. What had pottery to do with physiology? I confess I didn't know then and don't now. I came to learn that the glorious splashes on the canvases hung on the walls were done by the head of the department himself. That man was an artist, with brush and also with words. His teaching methods revealed him as an artist, provoking, stimulating, able.

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Whether we learned any more because of the environment I am not able to say. I do know that there was drawing power present. There was incentive to take us into the library for browsing around a bit. "Never read a book about a book; read the book." That suggestion has sent me more than once directly to the work of a man where I might come into contact with his personality rather than know it in diluted and distorted form at second-hand. From those laboratories where quotations from the great minds in physiological science appeared beneath their pictures I went, a devotee to beauty and discernment as they might be displayed upon wall space in otherwise barren rooms.

There are class halls in which one can find immediately clues to the happenings which go on there. Tell-tale signs of the presentation of a subject so that you know it must be virile and meaningful. How much we could do that remains undone. Even the tiling on the floor can be made bright and in good taste, that is, if we have the money.

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More and more one sees the atmosphere of home creeping into study surroundings. It is recognized that utility and elegance are not necessarily incompatible. The handsome furnishing of modern kitchens with very moderate costs, the pretty designs and tints of bathroom fixtures offer sufficient proof of the fact that there is no longer excuse for ugliness in the most practical of places.

Here is the subject of biology, for instance. One can go into and out of many an office whose occupant is a biology teacher without being aware that anything living is represented therein but the tenant. I will not comment too pointedly upon whether such a person is wholly alive. I will merely say that lively interest in the very subject of life itself is not evident.

Shouldn't it bear down upon one overwhelmingly and crush itself into the consciousness completely that one is imbued with the spirit of all that breathes and has being? One can have a pot of wandering Jew, if nothing else, to glorify the dullness of sinks and shelves of reprints.

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A biology building ought to be generously sprinkled with reminders of the out-of-doors. By this I do not mean pressed flowers wholly nor pickled specimens arranged primly in rows on dusty shelving. A terrarium is not difficult to establish and keep going. Goldfish abound now in the ten cent stores, so that the item of expense for this bit of brilliance is not excessive. A rectangular tank of several gallons in capacity will, with only a small amount of care, support snails and water plants and members of the finny tribe, all of which are a source of delight to every passer-by. Such transplanted fragments of the wonderland of nature as these pay rich rewards in focusing attention on many an engaging problem. They can be worked up by the pupils themselves who will take great pride in their preservation and improvement.

Such a wealth of diversity in form and function lies about us everywhere if we can only see it. I look forward to the time when my office can be transformed into a place which will reveal something of the power of life itself; when I can hang upon its stained and discolored walls, if they must still be besmirched by dripping steam-pipes and smoky hoods, a few choice stately elms in miniature with a speckled trout or two leaping gracefully after a fly that hovers over a deep pool flowing by its gnarled roots. I'd like a basket of playful kittens, or a lone wolfhound standing out in silhouette against a snowy landscape. Do you not think students might like to come to chat awhile if they could see good pictures beckoning to them from those old, yellow walls?

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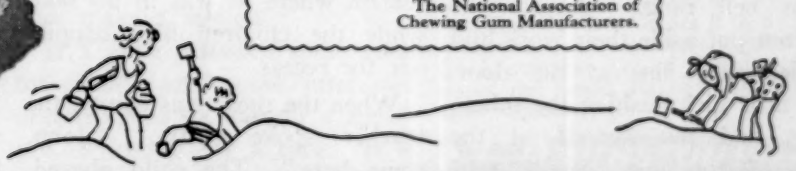
And the classrooms! If I could only transform *them* as I would wish. I would clothe them in loveliness and wrap them round with vivifying embellishments which could not fail to be in keeping with the mighty principles that my feeble intellect is constantly trying to express but cannot in adequate fashion. Would the attention be distracted? I doubt it. Bad ventilation is a thousand times worse than a pollen-covered bee lighting upon a waxen flower. In the barren room beauty drowses and goes to sleep, and I cannot awake her. Would she still do so if her mind were caught in imagination by some arresting representation in nature? I wonder.

From early childhood through school days, natural play is important—

Many dentists call chewing gum the "natural play" which strengthens gums, helps keep teeth in good condition and aids in Mouth Health. Deciduous and young permanent teeth need to be given plenty of chewing to do. There is a reason, a time and place for Chewing Gum.

Forward Looking manufacturers call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers.



FOUR FACTORS THAT HELP TEETH LAST A LIFETIME: PROPER NUTRITION, PERSONAL CARE, DENTIST'S CARE AND PLENTY OF CHEWING EXERCISE

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Line Upon Line

By ANNIE D. GREENE

A student in Rhode Island College of Education, Providence

THE big hand of the clock on the wall of the First Grade room pointed to half-past nine. A little group of children at the board were writing their names, carefully and painstakingly forming each letter. Near them, Miss Martin bent over a little boy, whose board was covered with queer scrawls.

"Well, Bobby, you haven't quite got it this time, have you? You have worked very hard though. Well, let's try again. You and I will trace the 'a' and we will see if we can't make a lovely 'a'."

Over and over the little fingers followed the lines of the pattern letter, while his teacher watched. Once or twice her hand rested softly on his as it moved along.

"There, Bobby, now let us try it on the board together!" Grasping the chalk, the little fellow tried once more to write the letter as his classmates did so easily. His hand wavered, made a mark, and started to go the wrong way. Quickly Miss Martin's hand grasped his. "Wait a minute, you almost did it. Let's get a clean board and start again. I am sure you will get it this time." Smilingly, Bobby erased the marks, grasped the chalk and started again. This time he managed to make a letter that might be called an "a." "Splendid, Bobby; I knew you would do it!" exclaimed his teacher. Encouraged and at last confident that he really could write, Bobby proceeded to cover his board with the letter.

The minutes passed, until recess bell rang. Quickly the children put aside their work and formed their line at the door. One little girl, pushing the others aside, had put herself at the head of the line. Little eyes looked anxiously to see if teacher had noticed, and one or two little hands went up and quickly dropped, for had not teacher said that big boys and girls in the First Grade never told tales? Then a sigh of relief escaped, for teacher had seen.

"Barbara," she said in her soft voice, "did you think it was your turn to lead?" There was no answer. Barbara looked straight ahead, apparently stone deaf. Miss Martin put her hand under the little girl's chin, and turned her face until their eyes met. "Barbara, who led the line this morning?" The child's eyes dropped.

"I did, Miss Martin."

"Then do you think it is fair to push Jimmy and take his place now?"

The little girl's face flushed as she stepped back into place.

Miss Martin sighed as she watched the line pass out of the door. It was so hard for little Barbara to see that others had rights as well as herself. It would take patience and wisdom to so guide her as to develop her latent qualities of leadership and at the same time curb her selfishness.

The hours passed in the regular routine. All day John had been restless and making trouble. Suddenly, Tommy waved his hand frantically in the air. "Miss Martin, John's got my apple." John denied all knowledge of the apple, but a thorough search revealed the lost fruit hidden behind his books in his desk.

Miss Martin's face was very sorrowful as she bade the boy remain where he was in his seat, while the children filed happily out for recess.

When the room was empty, the teacher spoke softly. "John, come here." The child obeyed, but eyed her defiantly, although in a frightened way. She drew a chair up close beside her own and as John slipped into it she studied him thoughtfully. Always poorly clad, the child seemed more shabby than ever. His face was too thin and white. She knew the struggle his mother was making to care for her fatherless children and make a home for them since her husband had died. As Miss Martin watched the little boy she wondered. There must have been some good reason for his actions today, were things going badly at home?

"John," teacher broke the silence, "tell me all about it, what is bothering you?"

The child looked down, but made no reply.

"Were you hungry, dear?" asked Miss Martin.

"No, ma'am," came very faintly.

"Is your little sister sick?" she still questioned.

John burst into a flood of tears, and between sobs she drew out the story. For days his adored little sister had begged for a shiny red apple. There were no pennies to spare to buy her one, he didn't think Tommy would care, he always had lots of apples. Miss Martin's heart saddened at the thought of the misery of the little boy, who wanted so badly to get an apple for his little sister even though he knew it was stealing, but he needed one so.

In a little while John grew calmer. Teacher sent him out to wash his tear-stained face and get a drink. When he returned, she said:—

"Now, John, you are your mother's oldest son, aren't you?"

"Yes, Miss Martin."

"Do you think that little sister would like an apple that didn't belong to you? Wouldn't she ask you where you got it?"

The boy hung his head. "Yes,

I guess she would. I'll give it back to Tommy."

"That's fine. Now, I have a plan," said his teacher. "I have long needed a boy to help me once in a while. Sometimes I have quite a number of papers to take when I go home. It would help me if some one could walk a short way with me and help me carry them. Would you be willing to do that when I need you, for, five cents each time? I am sure I shall need you tonight after school."

The boy's face lit up with joy. "I can buy two apples, and mother can have one," he interrupted. "Gee! you feel a lot better when you work and get the money to buy 'em, don't you?"

Dismissal time came. Miss Martin stood in the door watching the children pass out and run happily to their homes. As she watched them she wondered if she were doing for them everything possible. Impulsive little Barbara, with her domineering ways. Little John, who just had to have an apple for his little sister, all these children, whose lives she was permitted to guide for a time. Was she worthy, was she wise enough? It was not by one great effort that these children could be moulded, but "line upon line and precept upon precept."

Miss Martin turned from the door, set her desk in order, and gathered up her papers. Tonight John was waiting to help her carry them.

All in the Day's Work

By FRANCIS READ

A High School Principal

Courteous Audiences

I attended a church service tonight. The preacher had a good message, well delivered. But, like several others around me, I was greatly annoyed by a group of young people who whispered and laughed constantly. I marveled that the speaker could go on without showing any sign of being disturbed.

Where do our boys and girls of today get their ideas of proper behavior for public gatherings? They seldom attend lectures, the majority of them do not often go to church.

But young people *do* attend motion pictures, frequently and in large numbers. Here they sit in darkness, often chewing gum, talking and fooling. There is no need for them to show any respect to the people performing on the screen. They cannot see and probably do not know those sitting around them. Have movies spoiled the courtesy and attentiveness that used to characterize an intelligent audience?

Here is something more that we must teach in our schools. At assemblies, rallies, and in all other student gatherings, pupils must be taught to listen to the program, whatever it is. And nothing will help so much toward this end as the practice of having many different students appear on the school platform in various capacities during the year. In this way they will learn for themselves how annoying it is to a speaker to have inattentiveness on the part of any person sitting before him.

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Putting It Across to the Citizens

We have just had a special city school meeting at which the citizens passed a measure essential to the proper development of our high school. There was no opposition and the meeting lasted but a few minutes. I am delighted with the result.

My method in promoting programs for school betterment is much different from what it was in my early experience. I used to try to do too much myself. I remember that one time when I was superintendent of schools in a country town I tried to get the citizens to adopt medical inspection for the pupils. I wrote for the paper, I talked to men on the street, I advocated the project at considerable length in town meeting. After the proposal had been defeated a good friend told me: "You failed because you had no one to help you."

My promoting now is done quietly. I stay in the background and get alumni, parents, and other interested citizens to do the campaigning. I avoid speaking at city school meetings and seldom make a motion.

If I can't persuade some good individuals and some interested organizations to sponsor a measure, I drop it for a time. It is useless to attempt very much alone.

WINSTON FLASHES

GOING abroad this summer? In 1934, passports were issued to 154,333 persons. Of these, 36,584 were issued to New Yorkers, 32.76% of the total.

THERE is only one book by means of which your pupils can acquire the priceless habit of using reference books — the dictionary. Encourage the habit by supplying them with the one dictionary that they will most enjoy using — THE WINSTON SIMPLIFIED DICTIONARY — the only dictionary that defines every word so that its use and meaning can be understood instantly.

MORE than half of the 600,000 teachers in the country are employed in one-room country schools.

OUR idea of a check list of "must" books for elementary grades is: THE NEW WINSTON READERS and THE NEW SILENT READERS; J. Russell Smith's GEOGRAPHIES, Grades 3 to 8; THE NEW TRIANGLE ARITHMETICS and THE NEW CURRICULUM ARITHMETICS; ENGLISH FOR USE, Revised, Grades 3 to 8; THE BURNHAM-JACK HISTORIES, Grades 4 to 8. A complete list of Winston textbooks, just issued, will be sent promptly upon request.

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The Teacher and the Times

THE EDITOR ANALYZES Problems of Social Change

NRA's Demise

OVERTHROWN by unanimous decision of the Supreme Court on May 26, the NRA no longer exercises control over American business.

What was there about the NRA that the court considered unconstitutional? Mainly two things: First, that the Congress had delegated some of its own law-making powers to the President, conferring upon him too wide latitude to approve industrial agreements or codes and to give these the force of law; second, that the Federal Government has no right to control hours of labor and minimum wages; that the attempt to do so constitutes an invasion of the sovereignty of the states; an invasion impossible to justify by the clause of the Federal Constitution which permits Congress to "regulate commerce among the several states."

It was the second point scored against the NRA by the high tribunal that struck the fatal blow. If the famous clause of the constitution giving Congress the authority to regulate interstate commerce refuses to be stretched to cover the operations of the NRA—as the Supreme Court holds that it cannot be—then the Blue Eagle must perish or find another perch to stand on.

The NRA, as a major experiment in economic management under the Federal auspices, was generally approved for its regulation of hours and wages, and for its abolition of child labor; but there had been equally widespread disapproval of the price-fixing which had occurred under it, and of the ambiguity of its labor section (7A) which legalized collective bargaining without defining how or by whom that bargaining should be done.

The public had been hoping that the advantages of the NRA could be retained and the disadvantages removed.

Some liberals and idealists were dissatisfied with the NRA because it did not go far enough in the direction of that "planned economy" which they have visualized. Yet they admitted it was a step in that direction. And they were distinctly disappointed in its downfall.

That facetious commentator, Will Rogers, has voiced the wish that the Supreme Court would give its rulings in advance. He perhaps had in mind the practice of some state judiciaries in rendering advisory opinions when a measure is under consideration by the legislature. Let us remember that the Supreme Court's rulings gain their sanction from the fact that they are deliberately formed conclusions based on specific cases. There would be less general acceptance of a ruling given in advance of any proposed law. Suppose, for example, the Supreme Court had proceeded to wreck the New Deal machinery while it was under construction—every citizen would have felt that the administration was being denied its chance to make new laws needed by the emergency.

Senator Norris (R., Nebraska) thinks that the solution is to abolish the authority of the Supreme Court to declare any law of Congress unconstitutional. In other words, he favors an imitation of the English system of government. Great Britain has no tribunal that can pronounce an act of Parliament unconstitutional. She has in fact no other constitution than the body of laws created by the Parliament itself.

There are valid objections to copying the British system in the United States. Our Congress has always had—and often needed—the Supreme Court's check upon its action. Congress is easily swept this way and that by political winds and currents; given to forming blocs and to thinking in terms of sectional rather than national interests.

No—the issue is hardly that of curbing the power of the Supreme Court to determine what is constitutional. The issue is between a stronger central government and a retention of their present powers by the forty-eight states.

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Solitude Test

WHILE it is undeniable that greater emphasis than ever must be laid upon training young people to live with others, this does not mean that the schools can wisely neglect training them to live with themselves.

Maybe you have noticed the look, almost of terror, that comes over the face of a young person of the modern mould when confronted with the prospect of being alone for an evening. The expression is pathetic.

Suggest a book, a magazine above pulp or movie level, or a bit of companionship with music masters at the piano—and you waste your words.

The test of solitude finds the average youth of today pathetically wanting. He can stand anything but being alone. His intellectual curiosities have not been awakened.

Of cultural interests he has none. And—be it said to the shame of most colleges—the undergraduate home on vacation from a so-called higher institution of learning, is likely to be more afraid

of himself, less resourceful, than he was as a pupil in the lower schools.

Can education prepare young folks for the solitude test? To do so would be to promote individual happiness immensely; to reduce that craving for excitement which is at the roots of much crime; and to put society itself upon a stronger—because more spiritual—foundation.

Hard as the task may be, it should be attempted.

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The Book-Sneak

SCHOOLBOOK publishers are sometimes embarrassed by requests for examination copies which, the publishers suspect, are wanted for resale.

Thus a certain publisher was asked by Superintendent Blank for three sets of a literature series, comprising more than twenty volumes to the set. Previous experience with that particular schoolman made it extremely improbable that the sending of those sets would lead to an adoption. Yet the books were sent.

Very soon afterward, a representative of the publisher happened to visit one of the best known dealers in second-hand texts, to dispose of some slightly damaged sets of the series just referred to. The dealer stated that he already had some of these sets on hand. To prove his point, he took the publisher's agent into the receiving room. There, to his astonishment, was the publisher's own package bearing the original label, with the canceled address of Superintendent Blank. The superintendent had not even bothered to remove the books from their wrappings or to attach a new label. He had merely readdressed the parcel to the dealer in second-hand books and was awaiting a check.

The sequel was—a demand by the publisher that the erring schoolman pay for the three sets, which he did. And the next year there was a new superintendent replacing the crook who had masqueraded as an educator. The story is also told of a book-hungry principal who made inordinate demands for samples. One publisher had been watching him. Every time this publisher put out a new catalog, the principal would return it with various titles checked—books he would like to have submitted for inspection. Finally—the principal did put in an order for thirty-odd copies of one text. The publisher filled the order and wrote that he was enclosing a complimentary copy of another book which the principal had omitted to ask for.

The title of that complimentary copy was: "Sponges." The nuisance came to an abrupt end.

Courteous as most publishers are in this matter of free copies, there is and must be a limit.

Every free book obtained without justification, adds that much needless expense to the cost of publishing. Others have to pay for what the book-sneak pilfers.

The Great Eleven

BOLD indeed is the man who would attempt to rate American universities in the order of their greatness. Dr. Edwin R. Embree, president of the Julius Rosenwald Fund and former vice-president of the Rockefeller Foundation, has nevertheless ventured to do this: and if the ground of his decision is clearly understood, it will be seen that the task, though audacious, was not an impossible or a futile one. This ground was: the scholarly eminence—not necessarily teaching ability—of the respective faculties.

Working with facts already gathered by the American Council of Education Dr. Embree has made the following graded list of our greatest universities, eleven of them arranged in order of leadership: Harvard, Chicago, Columbia, California, Yale, Michigan, Cornell, Princeton, Johns Hopkins, Wisconsin, and Minnesota.

The presence of four state-supported institutions on this roll of distinction is significant.

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Measure or Awaken?

FATALISM in one guise or another constantly reappears to discourage effort. A current phase of fatalism is the theory that intelligence is a fixed inheritance; something that cannot be increased but must be measured and registered and—if not very high—accepted with resignation.

Let us freely admit that one mind works more quickly and effectively than another; and that some will always be sluggish or dull, while others will always be quick and keen.

This does not by any means indicate that the slow mind cannot be quickened, or that the quick mind will continue to function superbly throughout life.

There is hardly a schoolmaster in the world who cannot point to men and women who were dull to the nth degree in school, but at some later time woke up and became brilliant.

Moreover, the annals of education contain not a few names of superior teachers who succeeded in so stimulating and inspiring their students that, not the exceptional ones only but nearly all of them became men and women of outstanding attainments.

If some of the time spent nowadays in measuring intelligence—putting a foot rule to divinity, as it were—could be spent in trying to awaken and develop what intelligence there is to its utmost possibilities—education would get farther and accomplish more of what it is hired to do.

Anson W. Belding

The Round Table

The Degree Racket

A Professor in a State Normal School:—

"Have you ever seen a dog trying to catch his own tail and in so doing spin round and round? Well, that is pretty much what is going on in the teaching profession today. The colleges of education have set up standards from time to time which, in order to be met, require that the teachers attending these institutions spend longer and longer time in them. The excuse given is that the more one studies and the more degrees that one has the better teacher he becomes. This is the *good* reason that is given. The *real* reason is an economic one. Who among us is willing to give up our jobs voluntarily? None! So we must have students coming continually so that our salaries may be paid. Why does one University have more than 700 candidates for the Ph.D. degree when the Board of Trustees allows only 100 degrees to be given during one year? If you ask them, all kinds of rationalizations are given; but I think the real reason is an economic one. Certainly we know that the correlation between the number of courses taken, above a certain minimum, and teaching quality is too low to justify all of this emphasis on advanced study. So I am of the opinion that unless a course is attractive to the student, forget all about it and study something else."

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Teachers' Club Project

G. Henry Richert, president, Rockford Teachers Club, Rockford, Illinois:—

"Rockford Teachers' Club has just completed the largest and most successful project in its history. On Monday evening, February 11, before an audience of twelve hundred persons, Mme. Slaviansky and her Russian Chorus rendered an interesting program of Russian folk songs and popular American songs as the tenth and last number of our lecture course.

"Our project, Rockford Community Lectures, sponsored for the first time this year by our club, was created to serve the cultural and intellectual interests of Rockford, a city of nearly one hundred thousand population. The response from all classes of people has been excellent, and the spirit in which our own membership of some four hundred and sixty teachers took hold of this venture has helped still further to strengthen our own organization. Our total expenses were $2,400, and our total income was over $2,500."

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Oath Hysteria

Thomas C. Barham, Jr., Instructor, Social Science Department, High School, Framingham, Massachusetts:—

"I think that the present epidemic of new laws on oath taking is quite in keeping with the hysterical state of mind dominating an important sector of the American public. It is another manifestation of an unreasoning, uncritical attitude which has broken out at erratic intervals, yet persistently during the past twenty years, at least. It is of the same cut as the blind passion that swept us in a few weeks into the World War, and by the equally violent reaction against Wilson's program in re the League of Nations. The Ku Klux Klan represented the same spirit. The wild land boom in Florida showed the same tendency to go to excess. The stock market speculative era illustrates the same point. Lynching is a close relative to these. The indiscriminate slashing of indispensable public services during the past few years; the passage and repeal of the Eighteenth Amendment; horse-racing, dog-racing, marathon dancing, pole sitting, pari-mutuel gambling, Technocracy, Townsend plan, and now the teachers' oath laws and bills are all evidence of a shockingly unstable mental complex based evidently on a combination of impractical idealism, ignorance and fear. The mind of man seems to discover solace in rationalizing this unhealthy mental state, rather than in laying the groundwork for a constructive solution to the problems that afflict us.

"I also think that the left-wing educators are guilty of excess in advocating 'indoctrination.' I think that they have betrayed something of the same hysteria mentioned above. They certainly don't give much credit to the native ability of Americans when they want to indoctrinate them. What is sauce for the goose is applesauce for the gander. If educators will sanction the program of denying the right of American youth to think for themselves, and that is what indoctrination boils down to, then educators are in a fair way to get a dose of their own medicine, administered through the channels of the law.

"The whole situation raises in my mind the question of the propriety of our system of education which measures successful teaching in terms of the numbers of pupils who pass factual examinations. I cannot see anything inspiring in driving hordes of boys and girls through years of schooling from one examination to another. Education just simply doesn't click under those circumstances. The records in the office, of course, show up all right; but the social commotion in the world about us shows that all this educational effort has broken down in its most fundamental task—preserving the ideals of American life."

The News Digest
OF EDUCATION

Joint Conference

DENVER, Colo.—A joint conference of the National Commission on the Enrichment of Adult Life and the Department of Adult Education of the National Education Association will be held in the auditorium of the Barnes Commercial College here, on Wednesday, July 3, at 2 p. m., with the following program: State Programs of Adult Education in Colorado, Elmore Petersen, Director of University Extension, University of Colorado; The Challenge of Leisure, George W. Braden, Western Representative, National Recreation Association, Pasadena, California; Denver Opportunity School, Paul L. Essert, Principal of the School.

James A. Moyer, president of the Commission, and state director of University Extension, Boston, Massachusetts, will preside.

Gives Warning

Dictatorship Possible Declares Studebaker

NEW YORK. — Unless there is further socialization and development of education with relation to democracy, the country will face "a dictatorship by default," John W. Studebaker, U. S. Commissioner of Education, told 1,000 teachers of adult classes recently in the Washington Irving High School here. "Unless we have a conception of the relation of adult education to democracy," he said, "the disintegrating forces now at work, which would bring restriction of freedom of the press, freedom of speech and free assemblage, will gradually and insidiously creep upon us until we shall acquire a dictatorship by default." Mr. Studebaker said he recently had several intimate talks with President Roosevelt about "making democracy work." The President, he added, felt as he did, that the only solution was the development of new techniques by which education could be managed efficiently "in all its multitudinous ramifications" and "the privileges of democracy" extended through the socialization of education. "Americans are not well schooled," Mr. Studebaker continued. "We like to brag about our schooling, but we have no right to. There are 64,000,000 in the country who have not finished high school, 32,000,000 have not finished the eighth grade and only 1,200,000 have finished college."

All Roads Will Lead to Denver As N. E. A. Meets There June 30

DENVER, Col. — Preparations are nearing completion for the 1935 meeting of the National Education Association, to be held in this city from June 30 to July 6. It is estimated that 12,000 persons will be in attendance for one of the most stirring conventions in the association's history.

The opening ceremonies will be a vesper service at the Auditorium on Sunday afternoon, June 30, with Bishop Francis J. McConnell, of the Methodist Episcopal Church, delivering the address of welcome.

According to preliminary announcements by Dr. Henry Lester Smith, dean of the department of education of the University of Indiana and president of the National Education Association, the program of the convention will be of interest to lay citizens of Denver as well as to the convention guests.

One of the high points of the convention will be a jury-panel discussion on adult education. Taking part in this discussion will be leaders in the American Association of Adult Education, the National Commission for the Enrichment of Adult Life, the department of adult education of the National Education Association, and the United States Office of Education.

There will also be the policy-making meeting of the N. E. A. which is devoted to the business of the organization expressing the will of some 200,000 members with respect to the working program of the N. E. A. for the coming year.

Exhibits of the elementary, junior high, and senior high school work of the Denver public schools are being prepared for the benefit of the N. E. A. visitors. The exhibition will be open to the public.

Teachers of Denver and Colorado have been working for a number of years to secure the National Education Association convention for Denver. The decision to meet in Denver this summer was made at the 1934 meeting held in Washington, D. C. Those attending this year's convention are assured of a warm hospitality.

Schools Will Be Affected by Court's Decision Against NRA

NEW YORK.—The Supreme Court decision abolishing the NRA will affect even classroom attendance, and public school officials here believe there may be an increase in the issuance of employment certificates to children of fourteen and fifteen years, with a change in enrollment figures. Public school centres in other parts of the country are expected to be somewhat similarly affected.

With the ban lifted, reports have been received at the Board of Education, of applications for employment certificates for youngsters under sixteen. The new state law increasing the school-leaving age from fourteen to sixteen will not become effective until September, 1936.

In the last five years the certificates issued to fourteen and fifteen-year-old children were cut down from 30,000 to fewer than 5,000. Lack of employment, together with the NRA provisions, had the effect of keeping more children in school.

Now, with restrictions removed and an improvement in business, some school officials believe the number of children leaving school to go to work will increase, at least until the new state law goes into effect.

Fraction Query

Dr. Wilson Wants to Know What Fractions Needed

BOSTON.—Professor Guy M. Wilson, of Boston University, has set 5,000 New England teachers to work on a co-operative study to find out what fractions are actually useful in adult life. "The program of useful adult arithmetic is very simple," Dr. Wilson says. "There are only a few drill processes needed and the work within these

processes is simple. The fraction one-half alone makes up 60 per cent of all adult fractions. Halves, with thirds and fourths, make up 90 per cent. Few other fractions are needed in everyday life. What a contrast when it comes to school work! There came to my attention recently the home work of a sixth-grade pupil that involved drill fractions in sixths, sevenths, ninths, tenths, twenty-firsts, and twenty-seconds. There was division of unusual mixed numbers, multiplication and division of unusual decimals. None of these things would happen in a hundred years in the life of an ordinary citizen. Why then in school? They should not have been taught as drill process. They are useless knowledge, or encyclopedic knowledge which can be looked up if ever needed."

To Pay Losses

Somerville Pupils Will Get Back Bank Funds

SOMERVILLE, Mass.—After a year of argument and controversy, the Somerville Board of Aldermen and officials of that city have agreed that Somerville school children who were depositors in a defunct savings bank should be compensated in full for their losses. The finance commission of the aldermanic board approved an appropriation of $14,000. This, with funds to be contributed by two banks which took over the books of the closed savings bank, will make up the remaining 50 per cent due school children. Liquidation of the bank's assets some time ago paid the youthful depositors $51,000, and another $51,000 will make full compensation. Children created their accounts through entrusting a few pennies a week to teachers, who made deposits in the bank which closed in January, 1933.

Graduates at 81

Great-Grandmother Awarded M. A. Degree

CLAREMONT, Calif.—Mrs. Lillian H. Gist, eighty-one years old, recently graduated from Claremont College with a master of arts degree. She is a resident of Cedar Falls, Ia. Mrs. Gist is said to be the oldest co-ed in America. She is the mother of eleven children, grandmother of eleven, and great-grandmother of three. She has already two B. A. degrees, the first from McMurray College, and the second from Cornell College, Mt. Vernon, Ia. Mrs. Gist is the widow of Dr. W. W. Gist, former national chaplain of the G. A. R., who was for several years a member of the faculty of the Iowa State Teachers College in Cedar Falls.

Red Texts

200,000 Found Here, Says Rep. McCormack

WASHINGTON.—Declaring he had received evidence that at least 200,000 textbooks for small children have been imported into this country from Russia, Representative McCormack (D., Mass.) said recently that some of the material contained in them is Communist propaganda. He displayed copies of the books, which are written in English and neatly illustrated. The readers exhibited by McCormack present laudatory sketches of Lenin and Stalin. An American Negro boy who had never been to school is described in one of them with the comment: "The schools in the South are for the rich, white people." The same volume says: "All children in America do not get hot lunches. All children in England do not get hot lunches. Only the children in the Soviet Union get hot lunches in school every day." McCormack declared there is no law forbidding such imports. A bill that would forbid the advocating of overthrow of the American Government by force of violence is being pressed before the House Judiciary Committee, he said, but it would not stop importation of such works as the textbooks he exhibited.

Teachers of English

Will Stage Debate At Denver Meeting

NEW YORK. — The controversial question of what is possible, reasonable, and desirable in the integration of English and literature with related subjects in college and high school curricula will be discussed at the conference on high school and college English to be held under the auspices of the National Council of Teachers of English during the convention of the National Education Association in Denver, July 1-6. A radical statement on the question will be given by John J. DeBoer, of the Chicago Normal College, and a conservative statement by Dr. George F. Reynolds, of the University of Colorado. The general discussion will be led by Professors William L. Wrinkle, of Colorado State Teachers College, and Allan Abbott, of Teachers College, Columbia University. A joint session of the National Council of Teachers of English and the Department of Secondary Education of the N. E. A. will be held on Monday afternoon, July 1, with Miss Sophia Camenisch, of the Chicago Normal College, presiding.

Most Colleges

New York Leads All Other States

WASHINGTON.—New York State leads in the number of institutions of higher education listed by the Federal Office of Education in its 1935 Educational Directory. Of the 1,662 institutions included in the new college guide, 100 are in New York. There are 99 in California and Illinois, 97 in Pennsylvania, 86 in Texas, 64 in Iowa and Ohio, 62 in Massachusetts, 60 in Missouri, and 52 in North Carolina.

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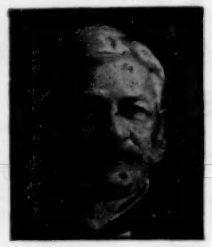

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Less Marxism, Better Teaching, Aim of Soviet School Reforms

MOSCOW.—Many signs of dissatisfaction have been noted of late with the educational system which from the outset of the Soviet regime has been one of the principal objects of consideration by the authorities.

Newspapers are flooded with complaints that, despite the establishment of nationwide primary education and the vast increase in secondary schools, universities, and all manner of technical courses, there exist serious shortcomings not only from the point of view of knowledge and practical educational results but from that of discipline and social conduct.

Following a host of letters from parents, including many Communists, instructions were given to teachers to pay special attention to "social education," and Communist party members have been asked to furnish detailed reports of what their children are taught in general and about discipline in particular.

In point of fact, there are now proceeding the later stages of the educational reconstruction that began to take definite shape somewhat less than two years ago, when it was realized that, especially in the secondary and higher schools, the results achieved were far from satisfactory.

The present reforms, however, are being applied rather to teachers than to students. Henceforth teachers will be required to know and teach their own subjects, and less stress will be laid upon a teacher's knowledge of Marxist theory and principles.

Similarly, subjects will be studied from a less exclusively Marxist—that is, economically materialistic—angle.

Wild West Text

ROCHESTER, N. Y.—A pulp paper wild West magazine is used as a textbook for freshman English at the University of Rochester. Dr. Gulick works on the theory that just as a student can learn card tricks more easily by watching a third-rate magician than a master of the craft, embryo writers can best observe the bare technique of descriptive writing in a potboiler rather than in the polished work of a great writer. He is interested only in the descriptive phases of the western tales. Characterization and plot in them are impossible, Dr. Gulick said.

Fusion Course

YELLOW SPRINGS, O.—An educational innovation, a composite course in Social Philosophy to be given by the combined faculties in Social Science and Philosophy, has been announced for next academic year at Antioch College. The course is thought to be unique, and is planned to give students adequate background for understanding social trends of today. The course will consist chiefly of readings in the development of modern social thought, beginning with the end of the Middle Ages. The faculty directing the work will include Professors M. N. Chatterjee, sociology, V. Carlson and V. O. Watts, economics, J. A. Horton, history, J. D. Kingsley, government, and W. Kahoe, philosophy.

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Holden Patent Book Cover Co.
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Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

American Book Company, New York, Cincinnati, Chicago, Boston

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Africa Becomes Alive

(Continued from Page 331)

standing success because they were able to see with their own eyes how the hair was worn off the gorilla's chest by his beating it with his hands.

•

Our classroom had begun to reflect the interests within its walls. After intensive reading we had begun to create. Above the front blackboard crocodiles, rhinos and hippos disported themselves along the banks of the Congo, while elephants and gorillas wandered through the neighboring jungle. If one became weary of the Congo a glance to the side of the room changed the scene to herds of giraffe, zebra, and antelope grazing in the Sudan with lions and leopards watching from convenient clumps of grass. Still farther on ostriches and camels amicably roamed the desert. A large map of Africa had been adorned with animals each in his native habitat. There was a collection of animals modeled in clay and animals cut from wood.

•

Christmas approaching, I was confident that the excitement of the season would completely overshadow the African animals. When we began to discuss a Christmas program I found that I was still underestimating their attraction, for our program centred around them. Plays were written by the class. The subject of these plays we shall take for granted. Needless to say, they were very satisfactory from Seven B's viewpoint. Our Christmas tree blossomed forth with gaudily painted paper animals while a menagerie of wooden animals posed at its base. The class rejoiced in their African Christmas tree.

•

Their teacher rejoiced in the fact that in pursuing African animals her class had gained a most comprehensive view of the entire continent. They had developed unsuspected abilities in art, poetry and the writing of plays, but best of all they had had a gloriously happy time studying the thing that interested them and studying it in their own way.

The Alcove for New Books

Tongue and Pen

ENGLISH IN DAILY USE. By May McKitrick, Western Reserve University, Cleveland, and Marietta Hyde West, East Technical High School, Cleveland. New York, Cincinnati, Chicago, Atlanta, Boston: American Book Company.

This is both a guide to the formation of correct habits in speaking and writing, and an encourager of creative expression.

Steady progress through carefully graded lessons has apparently been the watchword of the authors—from whose own experiences in the teaching of English this manual has evolved.

"English in Daily Use" covers two years of work for high school classes.

The vast and varied technique of the English sentence is developed and presented in such a way as to facilitate mastery of the twin arts of writing and speaking.

The text is definitely divided into four sections, each comprising material for one half year of study.

Flexibility has been attained through the provision of additional exercises "for credit," to be done by the brighter or more ambitious students, and through the supplementary exercises in the appendix, for review or extra drill on difficult points.

This text has every appearance of a well ordered, workable, learnable book; one that sufficiently motivates its subject matter, is interesting and business-like in manner, conserves the teacher's time, and should profoundly influence the youthful student in his use of English, not on show occasions only, but as the title implies, every day.

• •

Probing the Mind

EDUCATIONAL PSYCHOLOGY. By James Bart Stroud, Professor of Psychology, Kansas State Teachers College, Emporia. New York, Boston, Dallas, Atlanta, Chicago, San Francisco: The Macmillan Company.

A delicate task of sifting, weighing, and selecting waits upon any one who would write a treatise on educational psychology. So many experiments have been made that are inconclusive or, if conclusive, still of little real importance; and so many of the remaining conclusive and important ones must be brought together and interpreted or assayed as the individual author sees them.

Dr. Stroud has approached the writing of this book with manifestly abundant knowledge of the available data, and with a high degree of ability to choose what the educator most needs to know for his job of understanding the learner, how he learns and why, in many instances, he does not learn.

Yet Dr. Stroud is well aware of the tentative nature of psychology's hypotheses in the present stage of knowledge regarding human behavior. And he refrains from dogmatism.

The book deals not only with the laws of intellectual growth, but with those governing the whole emotional nature. Human conduct and personality are the prime considerations in this search for hidden springs, mysterious forces operating within and through the human organism.

Among the many texts on educational psychology, this one stands out for its directness, clarity, selectivity, and its concreteness.

• •

The Educator's Part

EDUCATION AND SOCIAL PROGRESS. By Charles H. Judd, Head of Department of Education, University of Chicago. New York: Harcourt, Brace and Company.

Society in its dark hours has turned from an almost sublime faith in education to a mood of doubt and criticism. Society has not stopped to realize that education in the United States, and in the public schools in particular, can advance only evenly with popular demands and permissions.

Dr. Judd devotes considerable space in this book to explaining the nature of our educational system, its origins and growth, and the two fold responsibility of professional and lay leadership.

But Dr. Judd goes further than a mere apology for what the schools have not done for social progress in the past. He points out what will be required of them from now on, by way of insuring educational outcomes that will articulate with the needs of a growingly complex community. Current political and economic problems, even the most controversial ones, will need to be discussed in schools, under wise teachers, if graduates are to have an intelligent grasp of social questions and a genuine interest in social improvement.

Much of the responsibility for this new and enlightened instruction in social problems will fall upon the institutions of teacher preparation—many of which Dr. Judd finds remarkably blind to this phase of their obligation.

A certain distrust of teachers, or a degree of parental jealousy, has hitherto made it difficult and often dangerous for teachers to take up controversial questions in the classroom. Religion has long been ruled out of the public school curricula by the state laws of most states. Political and economic issues, although practically barred by custom in many communities, will have to be admitted if our young people are to go into life adequately fitted to enter into its perplexing activities and to do their parts in molding a better society.

Dr. Judd writes in popular, non-technical style and has a clear and worthwhile message for the American public as well as for the American educator. The public is, in fact and in the last analysis, itself the educator.

• •

Year of Reckoning

MATHEMATICS FOR EVERY-DAY USE. By John C. Stone and Virgil S. Mallory, State Teachers College, Montclair, New Jersey. Chicago, New York, Boston: Benj. H. Sanborn & Company.

Here is mathematics coming to grips with life. It is mathematics for those high school students who may not, probably will not, go to college. But it is not mere dollars-and-cents mathematics, as taught in commercial arithmetic. Rather it is the mathematics of all sorts of social relations and practical situations.

Algebra, geometry, and trigonometry have been freely drawn upon, as has arithmetic also. Graphs of all kinds are employed.

The mathematics of the family budget, of the savings bank, of installment buying, of insurance; the mathematics of measuring inaccessible distances and objects—all this and a diversity of other aspects are treated in a fashion to interest the learner who requires concrete materials on which to develop his mental powers.

Manifestly there is a broadening influence at work throughout a course of study thus conceived. There is increasing knowledge of the world about one, as it expresses itself in quantitative ways. Such a study as this book offers will serve in some instances to prognosticate a pupil's success in more advanced mathematical study. There is, in fact, a supplementary unit in algebra which would bridge the gap for the pupil wishing to start the second semester of algebra with a class pursuing the more traditional study.

The authors have evidently chosen their topics with much careful thought and classroom checking. Tests and reviews are frequent. The text blazes fresh trails and does it well. Many a bright teacher would enjoy experimenting with "Mathematics for Everyday Use."

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Grins Between Grinds

Tiptoeing Tipster

An inebriate dreaded the tongue lashing from his wife that invariably accompanied his return home in the early morning hours. So after a night of tippling he returned home, went to the kitchen, tied a rope about his waist, and tied skillets, pots, and pans to the rope in such a manner that they dragged behind him as he walked. Then he took off his shoes and stole softly upstairs.

"She'll never hear me in this infernal din," he whispered to himself as he crept toward the bedroom.

• •

We Three

When shall we three meet again?
Employment
Prosperity
Profit.

Reconciliation

After an immense amount of trouble the vicar of a country parish succeeded in reconciling two old women who had been quarreling for years. He even induced them to meet under the vicarage roof. In his drawing room they shook hands. After an embarrassed silence one of them said:—

Mrs. Snyder—"Well, Mrs. Tyler, I wish you all you wishes me."

Mrs. Tyler—"An' who's saying nasty things now?"

• •

Trust Her

Mistress—"Marie, when you wait table tonight for my guests, please don't spill anything."

Maid—"Don't you worry, ma'am; I'm very tight-mouthed."

• •

Critical Condition

Jean, aged eight, was caught stealing sugar and sent to bed. Her father, a minister, was away, and returned later in the evening.

"Mamma, I want to see daddy."

There was no response from below.

"Mamma, please let daddy bring me a drink of water."

When this failed, a small girl in a white nightie stood at the head of the stairs and said, with dignity: "Mother, I am a very sick woman, and I must see the minister at once."

That brought daddy.

• •

A Wild Wave

The radio announcer was transmitting a play-by-play account of a World Series game. At an exciting moment he yelled out:—

"He swang at it!"

Seventeen sets in Boston burned out.

• •

Looking Backward

Mrs. Smith (showing baby portrait of herself in her mother's arms)—"This is how I looked twenty years ago."

Guest—"Wonderful! And who is the baby in your arms?"

The JOURNAL of EDUCATION

Twice a Month for Better Schools

FOUNDED 1875. EDITED FROM 1886 TO 1933 BY A. E. WINSHIP.

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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

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THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in **Education Index.**

The Editors Say...

Freed for two months from our usual task of keeping ahead of the presses, we have been studying how better to serve the cause of Better Schools the coming months. We have reached some conclusions and formed certain interesting plans which will be announced in our next issue.

"What may we do to help you?" This will be uppermost in our minds as we prepare these pages every fortnight.

If you think of points at which we can improve or increase our service, please do us the favor to let us know. After all, this is **your** magazine. We merely have the responsibility of weaving the pattern from the warp and woof of your experience and thinking.

"Pedagogical Pennings" make their initial flourish in this issue. They are written by R. L. Hunt, of Madison, South Dakota, Superintendent Hunt believes in mixing fun with "filosofy." His little essays will cover a wide range, and will make delightful reading!

Speaking of Hunts—

The Treasure Hunt

is on again! So drive in your spurs and get after the three words which fell into this pied line:—

tysdmononyasnyamnsn

The series of three words appears in an advertisement in this issue. Discover the words, hustle them into an envelope addressed "Journal of Education Treasure Hunt, Six Park Street, Boston"—making sure you have named the advertisement which contains the words.

If yours is the first correct reply from your State, you will win a four months' subscription to this magazine for yourself or a friend. If your own subscription is already credited ahead on this basis, name the friend, please.